

Information Literacy Planning Sheet

Title of Project: _____ Grade Level _____

Staff involved: _____ Duration _____

Part 1 – To be completed by the classroom teacher

Annotation: (In three to five sentences describe the lesson. What is this lesson about? Your annotation may include the type of lesson i.e. demonstration, explanation, discussion, hands-on, research, project, cross-curricular subject areas included, etc.)

Primary Learning Outcome: (After the lesson is taught, what concept or skill does the student demonstrate as an outcome of participation? State the critical questions that students should be able to answer here.)

Additional Learning Outcomes: (What smaller steps will students need to take that lead up to the primary learning outcome? Write those here. If the Primary Learning Outcome is strong, these may be some sub questions. Are there other areas to which the student will be exposed?)

WI Academic Standards being assessed in this project. (Assessed standards are ones that, at the end of the lesson, the teacher will know whether or not the students learned that concept. Lessons will include standards from more than one subject area including the Information and Technology Literacy Standards).

WI Academic Standards not being assessed. (Non-assessed standards are taught as part of the lesson but are not included in the assessment. These include any skill that will be learned over a period of time such as reference skills, or math facts)

How will this lesson be assessed? (How will you know if the outcomes have been met? What tools will you use to assess the students? How will students be involved in ongoing assessment? How will students assess themselves? How can technology support and/or enhance assessment? Will you allow an opportunity for students to present/publish their work?)

Information Literacy and Technology Component

Part 2 – To be completed by the Library Media or Integration Specialist

Print Resources:

- Non Fiction: Dewey Decimal Number/Title _____
- Magazines: Title/issue _____
- Encyclopedias: Keyword(s): _____

Internet Resources:

- URL: _____
- URL: _____
- URL: _____
- URL: _____

Searchable key words for the Internet or Badgerlink _____

Software on Network:

- Word
- Excel
- PowerPoint
- Publisher
- Printshop
- Presswriter
- Inspiration
- Hyperstudio
- Timeliner
- Map Maker
- Bridges
- Grolier Online
- KidPix
- Graph Club
- Ultimate Writing
- Other _____

Peripheral Devices:

- Digital Camera
- Video Camera
- Scanner
- Other _____

Big6® Skills being addressed:

- Step 1: Define the information problem. What am I looking for?
- Step 2: Develop a plan for searching. What resources should I use?
- Step 3: Locate sources and find information within them.
- Step 4: Extract relevant information. Take notes including bibliographic information.
- Step 5: Put notes in logical order. Organize and communicate results.
- Step 6: Evaluate – Did I meet my goals? What would I do differently next time?

Library skill lessons that need to be reinforced:

- Notetaking
- LMC Catalog
- Bibliography
- Badgerlink
- Dewey Decimal
- Layout of LMC
- Use of Almanac, Encyclopedia, Atlas
- Boolean Searching
- Web Site Evaluation
- Other _____

Information Literacy - Procedures for the Lesson

Part 3 – To be completed by the LMS and classroom teacher together

Procedures: (What instructional practices will you use with this lesson? How will your learning environment support these activities? What is your role? What is the LMS's role? What are the students' roles in the lesson? How can the use of technology support your teaching? If grouping of students is utilized, student roles are well-defined and there is a plan to manage group work.)

Library Media Specialist Role	Teacher Role	Student Role

Computer Lab Date/time _____ / _____

LMC Date/time _____ / _____

Extension: (How can this lesson be modified to work with students who already understand the concepts being taught?)

Remediation: (For students who do not readily grasp concepts, how can the lesson be taught differently?)

Accommodation: (How can this lesson be taught differently for students with exceptional needs?)

Modification: (How can this lesson be changed for students with IEP objectives or other alternate learning outcomes?)

Community/Family Connection: (How can the family and community be involved in the learning experience?)

Provide a date, time and location you would prefer the administrator to observe you and the students engaged in this project. _____

Provide a projected conclusion date for the project so that the teachers involved can get together to evaluate the effectiveness of the unit. _____

Assessment of the Information Literacy Lesson

Part 4 – Completed by the LMS and the classroom teacher together after the lesson presentation.

How did you observe your students actively engaged in learning that made this an effective lesson?

How did your students find the lesson meaningful and worth completing?

How effective was this lesson in helping the students reach the primary learning outcome and the WI academic standards being assessed?

What specific evidence do you have for your conclusions?

What resources proved to be extremely effective/ineffective?

How would you change this lesson before teaching it again?

Is there any other additional support you would need to present this lesson more effectively? (Please list print materials, web resources, personnel needs, hardware, software, peripheral device, etc.)

Please attach any/all lesson materials and file with your Library Media Specialist and your building principal upon completion of the final evaluation. (Your plan should include all planning material, worksheets, note taking sheets, rubrics, sample student work, etc. detailed and complete enough so that another teacher knowledgeable in your subject matter could deliver the lesson without needing to contact you for further clarifications.)